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IMPLEMENTATION OF THE INTERNATIONAL COVENANT ON ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Second periodic reports submitted by States parties to the Covenant concerning rights covered by articles 13 to 15, in accordance with the third stage of the programme established by the Economic and Social Council in its resolution 1988 (LX)

Addendum

POLAND */

[14 February 1990]

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*/ The initial report submitted by the Government of Poland concerning rights covered by articles 13 to 15 of the Covenant (E/1982/3/Add.21) was considered by the Sessional Working Group of Governmental Experts at its 1983 session (see E/1983/WG.1/SR.9-10).

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Introduction

1. Observance and protection of human rights is one of the basic directions of activity of the Government of the Republic of Poland. The Government takes the necessary measures to guarantee full implementation of the rights set out in the international covenants on human rights and other international instruments and thus to create optimum conditions for ensuring the best development of a human being and for improving the conditions of work and life of Polish society.

2. The character and aim of the provisions contained in the international covenants on human rights determine the directions and methods of implementation of these provisions. Human rights have the character of collective more than individual rights. That character is reflected in the texts of almost all the articles of the covenants, which provide that "the States parties ... recognize the right of everyone to ...". Thus Governments are obliged to formulate broad political, social and economic programmes addressed to the whole society, which will permit on the one hand the observance of the rights provided for in the covenants and, on the other hand, their implementation.

3. Article 2 of the International Covenant on Economic, Social and Cultural Rights determines the responsibility of a State party to the Covenant for the observance and implementation of human rights. The responsibility of the State in relation to its citizens covers the obligation to respect, protect and fulfil human rights, i.e. to ensure the opportunity to benefit from the human rights set out in the Covenant. Furthermore, the State is also responsible for conducting the required policy for implementing the provisions of the Covenant, and for achieving the required results, which often have the character of so-called minimum standards.

4. These distinctions of State responsibility concern both the political as well as the economic, social and cultural rights of the citizen, thus integrating both groups of human rights. These distinctions also correspond to the concept of the indivisibility and interdependence of both groups of rights, as provided in paragraph 1 (a) of General Assembly resolution 32/130 of 16 December 1977, which was supported by Poland. They also create the appropriate set of criteria and stages of appraisal of realization of responsibilities resulting from the covenants. Thus, they offer the adequate structure and directives for State reports and considerably facilitate the work of the Committee on Economic, Social and Cultural Rights.

5. The present report reviews the state of implementation of articles 13 to 15 of the Covenant in Polish legislation and practice, taking into account the above-mentioned distinctions which, in the opinion of the Polish Government, adequately reflect the real scope of State obligations under the provisions of the Covenant.

Articles 13 and 14

6. Improvements in the system of education in the 1980s are an integral part of the socio-economic changes observed in Poland in this period. They aim at the further democratization of society, increased management effectiveness, and improvement of the organization and quality of everyday living conditions.

7. The structural and programme developments in the educational system introduced in this period are aimed at effecting changes in the education of the young generation designed to promote the implementation of the broad programme of social, political and economic reforms. The essence of these new developments lies first of all in the further dissemination of education, particularly secondary education, in the improved effectiveness of pedagogical and educational methods and in the modernization of school work to ensure its closer connection with the socio-economic life of society. The aim is the optimum fulfilment of the growing educational needs of children, young people at the secondary level and students, as well as the creation of the necessary organizational and material conditions of the educational institutions in the present socio-economic situation of Poland.

8. All these tasks have been co-ordinated in the period under discussion first by two ministries, the Ministry of Education and the Ministry of Science and Higher Schools, and then, in accordance with the Act of 23 October 1987, by the Ministry of National Education. The creation of a single ministry concentrating the whole of the programme and organizational affairs at all levels of education is one of the expressions of the more general changes in the structure and methods of the State in the field of education.

9. The realization of the new and ambitious aims of educational policy is not however free from problems and difficulties. These result inter alia from the conflict of needs of old and new economic structures as well as from the tensions between the rapidly growing level of educational aspirations of society and existing possibilities of their realization, determined by the present situation of schooling and the dynamics of its development.

10. The high degree of complexity of the necessary decisions connected with the programming of further developments in education contributed to the establishment by the Prime Minister of the Committee of Experts for National Education, responsible for appraising the present situation of education and determining the directions of its development. The opinions of the Committee of Experts are also utilized for the everyday work on educational development. The education authorities also take into account the opinions of the trade unions, associating personnel employed in the sphere of education in connection with the above-mentioned problems. As may be seen, the directions of activity in the field of educational policy are the subject of broad consultations and take into account the views of both experts and the general public.

11. A description of the complex problems in the organization and structure of the educational system, of the new directions of the Government's educational policy, of the major legislative developments in the field of education, and of the problems and difficulties in the implementation of the basic aims of the educational policy, are contained in the report of the Ministry of National Education submitted in 1988 to the International Education Office in Geneva for the forty-first session of the International Education Conference, entitled "Development of education in 1986-1988". For this reason, the present report deals with questions beyond the scope of that report, which take into account changes and additional information for the years 1988 and 1989.

12. The right of every citizen to education is guaranteed by article 72 of the Constitution of the Polish People's Republic and the executory Acts.

READEX FICHE

13. The system of pre-school education and of primary and secondary education for youth and adults is organized on the basis of the Act of 15 July 1961 respecting the development of the educational system. The programmes of the uniform eight-class primary school, four-year general secondary school and three-to-five-year vocational schools ensure preparation for the basic fields of knowledge and for thus the development of the various interests of pupils.

14. Primary school is compulsory, from 7 to 16 years of age, free and available for everybody. In the school year 1988/1989, the number of pupils of the 18,025 primary schools (including 761 special schools) totalled 5,165,193, i.e. 99.7 per cent of all children covered by compulsory schooling.

15. Ninety-seven per cent of graduates of primary schools continue education at over-primary level. Thus 393,906 pupils attended 911 general secondary schools (including 374 pupils in special general secondary schools), 1,714,193 pupils attended 9,382 vocational schools of all types (art schools at level I, incomplete secondary schools, secondary and post-secondary schools). Secondary schools are free and available for everyone.

16. In the school year 1988/1989, there were 19,354 adult pupils of 216 primary schools; these were persons who had not completed primary school at the appropriate age for various reasons.

17. Table 2 illustrates the above information.

18. The regulation of the Minister of Education in execution of article 39, paragraph 1, of the Act relating to the development of the educational system, 1/ concerning the principles and conditions of the organization and activity of non-public schools and other education centres, issued on 26 February 1965, determines the conditions of the issue of permits for youth organizations, social and other organizations, institutions, legal persons and individuals in this regard (Monitor Polski, No. 13, 1965, text 48).

19. At present there are 49 non-public general secondary schools and 280 professional non-public schools. In 1989, 28 permits for running primary and secondary general schools were issued to associations and individuals. In addition, two permits were issued for vocational schools. Thus the State creates favourable conditions for the respect of parents' freedom of choice of schools other than public ones for their children, as well as of their right to have their children provided with religious and moral education in accordance with their convictions (Regulation of the Minister of Education respecting opportunities of children and youth to participate in church schooling; Dziennik Urzędowy of the Minister of Education of 1982, No. 10, text 76).

20. For children of non-Polish origin there are primary and secondary schools with teaching in their mother tongue (Lithuanian, Byelorussian, Ukrainian or Slovenian).

21. Children with psycho-physical disabilities attend special schools that can be organized as separate schools or by the special educational centres, medical care centres or reformatories. They fulfil the functions of primary and over-primary schools.

1/ Act of 15 July 1961 (Dziennik Ustaw No. 32 of 1961, text 160 with further amendments).

Table 1

The educational system by levels, 1970/71-1987/88

School	1970/71	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88
Primary	27 067	13 524	13 926	14 341	15 981	16 429	17 013	17 778	18 129
Branches	173	6 468	6 310	6 070	4 470	4 072	3 484	2 606	2 192
Artistic (level I)	124	199	203	207	213	217	218	219	222
Basic vocational	4 942	3 507	3 399	3 333	3 401	3 461	3 434	3 426	3 443
Secondary	4 300	7 207	6 904	6 518	6 231	6 061	5 932	5 907	6 004
General	1 182	1 230	1 201	1 171	1 144	1 139	1 131	1 135	1 138
Vocational	3 118	5 977	5 703	5 347	5 087	4 922	4 801	4 772	4 866
Post-secondary	520	1 181	1 136	1 086	993	962	960	916	890
Higher	85	91	91	91	91	91	92	92	92
of which: from non-working population									
Primary	26 678	13 110	13 675	14 129	15 678	16 217	16 791	17 553	17 910
Branches	173	6 468	6 310	6 070	4 470	4 072	3 484	2 606	2 192
Artistic (level I)	124	199	203	207	213	217	218	219	222
Basic vocational	4 827	3 277	3 240	3 235	3 308	3 358	3 321	3 308	3 329
Secondary	2 709	4 122	4 111	4 139	4 192	4 122	4 054	4 006	4 076
General	865	877	879	884	887	891	896	898	904
Vocational	1 844	3 245	3 232	3 255	3 305	3 231	3 158	3 108	3 172
Post-secondary	359	775	750	743	653	628	627	609	605

Source: Main Statistical Office, Statistical Yearbook 1988.

Table 2

School attendance by level, 1970/71-1987/88

School	1970/71	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88
	Classes (in thousands)								
Primary	175.4	148.6	157.0	162.3	166.8	169.6	172.5	176.8	179.3
Art (level I)	1.7	3.2	3.3	3.4	3.5	3.6	3.7	3.7	3.8
Secondary general	14.6	15.3	15.2	15.3	15.3	15.4	15.5	15.7	15 8
Vocational (all kinds)	32.4	38.2	39.1	39.5	40.7	40.3	40.9	41.1	41.4
	Pupils and students (in thousands)								
Primary	5 389.3	4 259.8	4 341.8	4 465.3	4 626.8	4 770.6	4 897.6	5 027.1	5 134.4
Art (level I)	27.0	36.5	37.5	37.1	37.5	39.2	41.0	42.1	43.6
Basic vocational	878.5	770.0	736.5	715.7	722.8	767.0	772.7	782.8	805.2
Secondary	1 275.6	1 324.0	1 192.7	1 084.5	1 018.1	994.2	1 017.7	1 079.0	1 146.4
General	537.5	415.0	392.9	380.8	372.8	375.0	382.9	399.9	422.4
Vocational	738.1	909.0	799.8	703.7	645.3	619.2	634.8	679.1	724.0
Post-secondary	67.1	135.5	118.4	99.3	91.4	91.4	95.0	95.7	95.0
Higher	330.8	453.7	426.5	396.6	369.6	349.8	340.7	334.5	342.6
	Pupils and students in school for non-working population (in thousands)								
Primary	5 342.5	4 241.3	4 328.2	4 451.9	4 611.3	4 754.1	4 879.1	5 007.8	5 114.9
Art (level I)	27.0	36.5	37.5	37.1	37.5	39.2	41.0	42.1	43.6
Basic vocational	868.8	750.1	725.1	710.6	717.4	761.3	766.8	776.0	798.4
Secondary	876.7	946.3	905.5	853.6	825.7	809.9	825.0	862.3	915.7
General	401.9	345.5	336.8	329.4	326.4	330.2	338.0	353.1	372.9
Vocational	474.8	600.8	568.7	524.2	499.3	479.7	487.0	509.2	542.8
Post-secondary	39.6	89.4	79.1	65.7	59.3	60.8	65.0	66.7	66.7
Higher	209.8	299.1	294.4	282.7	274.2	268.4	265.8	261.2	265.4

Source: Main Statistical Office, Statistical Yearbook 1988.

Table 3

Special schools, 1970/71-1987/88

School	1970/71	1980/81	1981/82	1982/83	1983/84	1984/85	1985/86	1986/87	1987/88
Primary	552	716	722	735	748	751	755	765	767
Special branches of primary schools a/	541	1 020	1 039	1 063	1 054	1 116	1 071	1 053	1 164
Primary schools run by care centres	19	28	30	29	28	28	30	31	33
Basic vocational b/	102	233	253	250	257	262	268	270	276
Secondary general	7	6	7	8	8	8	8	8	8
Secondary vocational c/	1	12	13	13	15	15	14	13	13
				Number of pupils					
Primary	85 524	79 593	77 827	79 513	81 660	82 998	83 707	84 412	84 874
Special branches of primary schools a/	8 561	13 490	12 611	12 608	12 818	12 591	12 900	12 835	13 887
Primary schools run by care centres	973	974	893	992	963	1 005	1 282	1 324	1 146
Basic vocational b/	10 565	21 516	21 541	20 761	21 292	21 863	23 001	23 340	24 019
Secondary general	641	338	333	371	341	307	426	303	330
Secondary vocational c/	194	905	945	917	950	983	1 040	921	964
				Number graduating					
Primary schools	11 120	11 787	10 895	11 336	11 480	11 882	11 802	12 166	-
Primary schools run by care centres	-	58	78	70	95	104	88	75	-
Basic vocational schools b/	2 526	6 273	6 378	5 859	6 024	6 027	6 503	6 421	-
General secondary	80	72	76	72	62	64	78	72	-
Secondary vocational c/	36	234	247	259	278	252	231	236	-

Source: Main Statistical Office, Statistical Yearbook 1988.

a/ Data are contained in tables concerning primary schools.

b/ Since 1980/81, combined with schools preparing for the vocation.

c/ Since 1980/81, combined with post-secondary schools.

Table 4

Special schools by type of disability of pupils, 1987/88

School	Type of disability						
	Blind, dim-sighted	Deaf	Chronically ill	Physically handicapped	Mentally handicapped		Socially maladjusted
					Lightly	Severely	
Primary	10	27	126	13	453	93	45
Basic vocational a/	6	16	4	12	222	-	16
General secondary	-	-	8	-	-	-	-
Secondary vocational b/	3	2	1	6	-	-	1
	Number of pupils						
Primary	1 118	3 358	11 689	1 112	59 938	5 441	2 218
Basic vocational a/	339	946	318	1 190	20 683	-	543
General secondary	-	-	330	-	-	-	-
Secondary vocational b/	187	119	109	519	-	-	-
	Number graduating c/						
Primary schools	147	374	99	348	10 150	483	565
Basic vocational a/	110	258	98	324	5 474	-	157
General secondary	-	-	72	-	-	-	-
Secondary vocational b/	50	21	57	108	-	-	-

Source: Main Statistical Office, Statistical Yearbook 1988.

a/ Combined with schools preparing for the trade.

b/ Combined with post-secondary schools.

c/ School year 1986/87.

22. Since the beginning of the existence of the Polish People's Republic, compulsory primary schooling and free education available at all levels have been established by legislation.

23. The provisions of the Covenant prescribe several tasks which have been implemented in Poland for many years, such as free education at all levels (art. 13, para. 2 (c)), and the philosophy of education in Poland aims at ensuring the possibility of the full development of the human personality (art. 13, para. 1) (Act of 4 May 1982, uniform text Dziennik Ust. 42/85, text 201). Recent changes in the Act on higher education (Act of 31 March 1965, uniform text Dziennik Ust. 42/85, text 202, on scientific titles and grades) aim at further promoting the idea of the freedom of higher school authorities to decide on the character of the teaching process. The planned changes in the organization and financing of scientific studies will confirm the democratization of academic life.

24. National Policy also aims at the constant development of the educational system (art. 13, para. 2 (e)); this finds its expression in the establishment of new schools at all levels. Depending on the economic possibilities of the country, constant changes are introduced in the system of financial assistance for pupils and students.

25. To implement the principle of free education at all levels available for everyone, the scholarship system has been established, providing for grants according to the material situation of pupils and students and according to their school results. Scholarships are constantly being updated to adapt them to the changes in the socio-economic policy of the State. They are also being adjusted in the light of inflation.

Table 5

Pupils of secondary schools receiving scholarships on 15 November 1987

(In thousands)

	1980/81	1985/86	1986/87	1987/88
Pupils in secondary general schools (total)	34.7	31.2	30.0	26.8
Receiving full scholarship	6.7	14.1	12.1	10.0
Receiving partial scholarship	28.0	17.1	17.9	16.8
Pupils in secondary vocational schools (total)	285.3	187.6	177.9	156.2
Receiving full scholarship	67.2	92.4	80.6	59.6
Receiving partial scholarship	218.1	95.2	97.3	96.6

Source: Main Statistical Office, Statistical Yearbook 1988.

Table 6

Students of higher schools receiving grants, a/ November 1987

(In thousands)

Schools	1980/81	1985/86	1986/87	1987/88		
				Total	Of which receiving scientific grants	Percentage of total number of students
Total including:	131.5	130.7	133.2	137.7	11.5	53.6
Universities	30.2	40.2	42.7	46.1	0.8	55.0
Higher technical schools	39.9	26.2	23.9	23.8	3.4	42.7
Agricultural academies	22.9	14.4	14.6	14.6	0.7	55.7
Economic academies	8.1	6.4	5.7	6.0	0.5	42.9
Higher teaching schools	8.7	15.3	16.7	17.6	0.4	71.7
Medical academies	14.9	18.1	20.0	19.3	5.5	56.3
Sport academies	2.9	4.2	3.9	4.4	0.1	48.9
Art academies	2.3	4.3	4.0	4.2	0.0	68.3

Source: Main Statistical Office, Statistical Yearbook 1988.

a/ Excluding foreigners.

Table 7

Pupils of secondary general schools and vocational schools living in lodgings (excluding pupils of special schools), 1987

(In thousands)

Schools	1980/81	1985/86	1986/87	1987/88
Total	65.2	33.7	33.4	32.6
Secondary general	4.0	3.0	3.1	2.9
Vocational	61.2	30.7	30.3	29.7
of which:				
Basic vocational	15.6	9.4	8.4	8.4
Secondary and post-secondary	45.5	21.1	21.8	21.3

Source: Main Statistical Office, Statistical Yearbook 1988.

Table 8

Students' hostels and canteens, 1987

	1980/81	1985/86	1986/87	1987/88
Hostels a/	395	396	397	392
Places (in thousands)	124.1	121.9	124.0	122.8
of which for students b/	115.8	110.6	110.7	109.7
Beneficiaries c/ (in thousands) including students	125.7	116.1	115.5	115.3
Students (in thousands)	120.2	108.5	108.4	108.0
Percentage of all students	40.2	40.8	41.5	40.7
Canteens d/	164	143	138	133
Places (in thousands)	35.3	33.1	32.7	31.7
Beneficiaries (in thousands)	117.4	72.2	72.4	71.6
of which students (in thousands)	102.6	61.6	61.2	58.5
Percentage of all students	34.3	23.2	23.5	22.0

Source: Main Statistical Office, Statistical Yearbook 1988.

a/ In December 1987.

b/ Excluding students attending evening classes.

c/ Including university professors, research workers, foreigners on study tours, etc.

d/ In November 1987.

26. Since 1986, the education plans of secondary schools have been enriched by several complementary subjects essential for the understanding of problems and conditions of modern civilization. A list of choices of subjects is included in Regulation No. 17 of 1988 of the Minister of National Education on the introduction in primary and general secondary schools of the changed educational programmes and changes in programmes of vocational schools (Dziennik Urzędowy of MNE No. 4 of 1988, text 23).

27. A thorough analysis of the educational plans of Polish schools points to the conclusion that, in the opening of the educational process to the problems of the contemporary world, the critical point has been achieved as regards the number of subjects and their scope in the general and vocational secondary schools. In 1988, the decision was taken to change the programmes of general and vocational secondary schools with a view to reducing the number of teaching hours by about 10 per cent. However, the most important problem of the excessive number of subjects has not been resolved. Pending the results of the work of the Committee of Experts established for the appraisal of the

state of education and for determining directions of reform, the Minister of National Education has declared his readiness to accept programmes and plans of education elaborated by schools, increased freedom of teachers in interpreting and carrying out programmes, as well as increased influence of parents in the work of a school (Order of the Minister of National Education of 9 November 1988 respecting the forms of co-operation of parents with schools and organs supervising schools - Dziennik Ustaw of 1988, No. 37, text 292).

28. Instructions on the organization of education, issued annually, recommend the elaboration of school programmes integrating the contents of different subjects, taking into account language, culture, history, economic, legal, ecological and health education, etc.

29. School programmes are undoubtedly inspired by the experience of the Club of Leading Schools and schools associated with UNESCO (86 centres). Meetings of school representatives, scientific sessions for pupils, scientific and linguistic holidays and experience exchange with schools at the national and international levels contribute to the growth of autonomy of schools, to the creation of attitudes open to the problems of the contemporary world and to international co-operation, tolerance and understanding for other cultures and customs.

30. The agreement between the Government and the opposition in Poland in April 1989, the so-called round-table agreement, states: "The educational profile of a school should be based on the principles of the Constitution and the Universal Declaration of Human Rights, which allows for the expression of all values not contrary to these instruments."

31. During the reporting period, several pieces of legislation were enacted to improve the material status of teachers in schools and educational centres as well as of university teachers.

32. The employment conditions and rights of teachers are determined by the Act of 26 January 1982, the "Teachers' Charter" (Dziennik Ustaw No. 3, text 19). In comparison with previous regulations in this field, the Act introduced the following changes:

(a) The number of hours obligatory for a teacher was reduced (e.g. in primary schools from 22 to 18 hours weekly);

(b) Teachers' salaries were adjusted to ensure that their average pay was equal to that of engineers;

(c) Material incentives were introduced for teachers employed in schools and educational centres situated in villages and localities of not more than 5,000 inhabitants;

(d) A separate and more favourable than the general system of old-age pensions for teachers was introduced, with the possibility of retirement after 30 years' employment, regardless of age, as well as an earlier retirement age (by five years);

(e) Several benefits were introduced concerning paid vacations, social rights and preferential housing.

33. However, due to the high level of inflation, the improvement in the material situation of teachers is far from satisfactory.

34. The main shortcoming of the measures adopted was that the adjustment of teachers' pay took place once a year, on 1 September. For that reason, a precise comparison of teachers' pay with the pay of engineers and technicians in industry was not possible.

35. To eliminate pay disparities and improve the material situation of personnel employed in the civil service, including teachers, an Act was adopted on 31 January 1989 respecting determination of pay in that area (Dziennik Ustaw No. 4 of 1989, text 24). The Act provides that the level of the financial allocation for teachers' pay in a given year should be determined taking into account the planned increase in wages in the area of material production. If in the first half of a year the relation of teachers' average pay to average pay in the sphere of material production (determined for a given year) is too low, the allocation for teachers is increased.

36. The effectiveness of the regulations aimed at raising the material status of teachers may be illustrated by the relation of their average pay to the average pay in the socialized economy. This coefficient was as follows:

1980 - 86.6 per cent

1985 - 92.0 " "

1988 - 81.1 " "

1989 - 94.3 " "

37. These data show that, in the first years following the introduction in 1982 of the "Teachers' Charter", e.g. in 1985, the coefficient was slightly improving. This process was stopped in 1988 due to inflation, resulting in the necessity of changing the pay mechanism. The solutions introduced by the Act of 31 January 1989 made possible a considerable improvement in the relationship of teachers' pay to pay in the material production sphere.

38. The status of personnel in the higher schools, including university teachers, is determined by the Act on higher education of 4 May 1982. The measures introduced by the Act provided for an annual growth in average pay of university teachers of not less than the planned growth of average pay of workers employed in the sphere of material production of the socialized economy. However, due to inflation and the increase in wage rates in the sphere of material production, the above measures permitted a relative growth in the average pay of university teachers only in the first years following the adoption of the Act.

39. To improve the material situation of teachers in the higher schools, including university teachers, the Act of 31 January 1989 introduced measures similar to those introduced for teachers employed in schools. The level of the allocation for pay in a given year should remain in a definite relation to pay in the sphere of material production.

40. The following comparisons between the average pay of university teachers and the average pay of workers employed in the socialized economy show that the new measures should favour the improvement of the pay level of university teachers:

1982 - 99.0 per cent
1985 - 104.3 " "
1988 - 92.0 " "
1989 - 105.3 " "

41. Table 9 presents the level of employment and pay of persons employed in education in the 1980s.

Table 9

Employment and pay of personnel employed in socialized institutions in the field of education, 1980-1987

	Total	General schools	Vocational	Higher
Average employment (in thousands)				
1980	742.4	465.2	137.3	132.7
1985	900.2	614.0	143.1	134.3
1986	906.5	622.1	141.6	134.3
1987 (total)	911.9	628.9	140.9	133.8
of which:				
Non-manual workers	674.7	455.5	108.2	104.2
Managers	57.2	46.7	9.9	0.6
Scientists and educational workers	517.5	367.5	82.9	67.1
Teachers in general	562.6	413.0	92.1	57.5
Average monthly pay (in zlotys)				
1980	4 865	4 468	5 099	5 977
1985	16 577	16 010	17 501	18 076
1986	19 021	18 228	20 245	21 245
1987 (total)	23 054	21 997	24 665	26 080
of which:				
Non-manual workers	25 330	24 380	26 910	27 624
Managers	31 330	30 348	34 697	52 075
Scientists	25 307	24 165	27 203	29 217
Teachers	25 947	24 843	27 980	30 617

Source: Main Statistical Office, Statistical Yearbook 1988.

42. The policy of the Polish Government in the field of international co-operation in education favours the creation of appropriate conditions for international understanding, integration of efforts for maintaining and strengthening peace, democratization of life, improvement of the social and intellectual situation of nations as well as development of the aims, forms and methods of dissemination of science and technology.

43. The primary aim of this activity is to utilize contacts with partners for the mutually advantageous exchange of experience as regards the organization of education, training and skills development for teachers as well as the development of scientific and research co-operation.

44. In all these spheres, a considerable broadening of the scope of co-operation has recently been noted. The basic elements of this co-operation are: fellowship exchange; participation in important scientific events; participation in training courses; participation in language training; and youth exchange.

45. The activities of the Ministry of National Education have been intensified as regards co-operation with other countries in adjusting the contents of textbooks in respect of Poland. Information on Poland for children in other countries is considered one of the most important tasks in international co-operation by the Ministry of National Education. Most international agreements concerning cultural and scientific co-operation contain provisions on textbook commissions.

46. One of the more important tasks in the field of international co-operation is also co-operation with "Polonia". Each year summer courses are organized on the methodology of teaching the Polish language, enriching the programme by contemporary knowledge on Poland and on Polish literature and art. For young members of "Polonia", summer camps have been organized in Poland for almost the last 40 years.

47. Co-operation with international organizations, particularly with UNESCO, is also being developed. Under the auspices of UNESCO, summer vacations for pupils of schools associated with UNESCO are organized. These camps implement the programme contained in the United Nations declaration on education in the spirit of peace and they give children an opportunity to increase their knowledge of the countries from which participants come.

48. International co-operation among higher schools takes the following forms: joint research studies; education and staff development; co-operation among international scientific organizations; co-operation in the field of scientific, technical and economic information.

49. In 1988, the higher schools under the jurisdiction of the Ministry of National Education engaged in international co-operation under 980 direct agreements. They carried out joint research studies in the framework of 3,495 topics (241 more than in 1987), 45 per cent of them in the humanities and 30 per cent in the technical sciences, the remainder connected mainly with agriculture and economics. However, these proportions were unchanged compared with 1987, and they still do not correspond to present priorities.

50. Over 20 per cent of research studies were organized on the basis of joint research teams: among the valuable effects of these studies may be mentioned new technologies, new materials and constructions (several of them have already been introduced in practice). As a result of this co-operation, many valuable scientific publications have been issued.

51. The development of international scientific contacts was connected with visits aimed at raising skills. In 1988, 7,234 scientists participated in international conferences (compared with 6,997 in 1987). Their participation was becoming more and more active. Altogether, in 1988, 27,589 personnel of higher schools visited other countries (compared with 23,167 in 1987, i.e. an increase of 4,422). In 1987, 19,131 higher school personnel went to socialist countries.

52. In the last five years, there has been a rapid growth of interest among foreigners in studying in Poland. Since 1983, the number of foreign students has doubled. Currently, 6,180 foreign students are participating in various forms of education and training: 4,810 are studying at Polish higher schools and 1,334 graduates are taking part in post-graduate studies.

53. Possibilities of scientific co-operation with international organizations and foreign scientific and technical societies have been increased. As a result, possibilities of receiving fellowships from such organizations as UNIDO, FAO, UIT, ICAO, UNESCO, WHO and IAEA have also been increased. Seventy-seven institutions are members of 77 scientific organizations and societies, and 888 persons are members of 531 international scientific societies.

Article 15

54. The right to take part in cultural life is realized through the development and broader availability of libraries, books, newspapers, mass media, cinemas, theatres, museums, exhibitions, cultural centres, clubs, through the promotion and development of cultural activities of the population and the promotion of talents.

55. In the reporting period, the following more important legislation was enacted to fulfil the cultural needs of society:

(a) Act of 4 May 1982 concerning the National Council of Culture and the Fund for the Development of Culture (Dziennik Ustaw, No. 14, text 111);

(b) Act of 4 May 1987 concerning the Office of the Minister of Culture and Art (Dziennik Ustaw, No. 14, text 112);

(c) Act of 24 April 1984 on the dissemination of culture and on the rights and obligations of persons employed in the dissemination of culture (Dziennik Ustaw, No. 26, text 129);

(d) Act of 28 December 1984 concerning artistic institutions (Dziennik Ustaw, No. 60, text 304);

(e) Act of 16 July 1987 on cinematography (Dziennik Ustaw, No. 22, text 127);

(f) Act of 7 April 1989 - Law on Associations (Dziennik Ustaw, No. 20, text 104).

56. In 1988, the total outlay of funds for culture and art amounted to 207.6 billion zlotys, i.e. 0.8 of GDP, as in 1987. In 1970, 1980 and 1985, these proportions were respectively 0.8 per cent, 0.7 per cent and 0.9 per cent. The Fund for the Development of Culture is the main source of financing culture. In 1988, its receipts amounted to 170.9 billion zlotys, of which 83.1 per cent came from the State budget.

57. Table 10 below shows receipts and expenditures of the Fund in 1985, 1986 and 1987.

Table 10

Fund for the Development of Culture: receipts and expenditures, 1985 -1987

(In billions of zlotys)

	1985	1986	1987
Receipts	61 998	73 629	97 018
Participation in receipts of the wage tax	53 603	59 930	80 480
Funds transferred by the peoples' councils from budget surpluses	-	5 209	6 622
Other receipts	8 395	8 490	9 916
Expenditures	63 980	74 137	96 895
Current, including:	48 172	55 423	73 050
Monuments protection	761	615	1 013
Museums	5 287	6 529	8 568
Libraries	8 306	10 168	12 804
In towns	6 265	7 534	9 430
In villages	2 041	2 634	3 374
Cultural centres	9 824	12 350	15 674
Clubs, village cultural centres, etc.	1 357	1 543	2 803
Theatres, opera houses, etc.	11 236	15 580	18 811
Cinemas	3 582	4 241	5 250
For capital repair and investments	15 808	18 714	23 845

Source: Main Statistical Office, Statistical Yearbook 1988.

58. The Fund is composed of obligatory deductions from the wage fund, amounting to 14.5 per cent, and voluntary subsidies from the State budget. The Fund ensures financial means for grants for artists, the development of culture, reconstruction of monuments, etc. The Fund is at the disposal of the Minister of Culture and Arts, who accepts the financial plans of local administations in the field of culture and grants them adequate financial means. In addition, there exists a fine arts fund and a writers' fund (grants for writers).

59. In the year 1983-1989, several private foundations were established in Poland to sponsor culture. The most important of them is the Foundation for Polish Culture, sponsored mainly by the Minister of Culture and Arts.

60. In the 1980s, the number of libraries increased considerably. In 1988, there were 10,248 libraries, compared with 9,315 in 1980, 9,899 in 1985, 10,000 in 1986 and 10,129 in 1987.

61. Similarly, book collections in public libraries are constantly growing. In 1988, they comprised 133.7 million volumes, compared with 94.5 million in 1980, 119.7 million in 1985, 124.3 miliion in 1986 and 129 million in 1987. The number of books in libraries per 1,000 inhabitants amounted to 3,541 in 1988, compared with 2,646 in 1980 and 3,207 in 1985.

62. Since 1984, the number of publications has been constantly increasing. An average edition of a title in the years 1984-1987 amounted to 24,000-26,700 volumes, compared with 20,000 in 1983.

63. In 1988, total production of periodicals amounted to 3,301.4 million, including 2,258.2 million newspapers, i.e. 4.7 per cent less than in 1987. There were 97 daily newspapers and 3,031 magazines, with an average circulation of 54.6 million copies, an increase of 1.2 per cent compared with 1987. Table 11 compares the publication of newspapers and magazines in 1980, 1985 and 1988.

64. In 1988, there were 101 theatres in Poland (dramatic and puppet), 10 opera houses, 9 music theatres, 19 philharmonic halls, 9 chamber orchestras and 11 symphony orchestras. Over 30 music festivals are organized annually. Although theatres and musical institutions offered 940 more plays and concerts in 1988 than in 1987, the audience decreased by 323,000 persons, i.e. by 1.9 per cent compared with 1987.

65. In 1988, there were 1,878 cinemas, with an attendance of 86.4 million persons, i.e. the lowest since 1948, in which year the audience level was the lowest per 1,000 inhabitants in the whole post-war period. Attendance in 1988 declined by about 8.9 million persons from 1987, i.e. by 9.3 per cent. The cinema has been in crisis in recent years, due to the growing popularity of home video, an increasing supply of video cassettes and growing accessibility to the satellite television networks.

66. There has also been a decline in the production of feature films. In 1980, 37 films were produced, in 1985, 43, and in 1986 as well as in 1987, 39. Films are distributed in Poland by 17 district enterprises of film distribution and by the Centre of Film Distribution in Warsaw.

Table 11

Publication of newspapers and magazines, 1980, 1985, 1988

Type of publication	1980	1985	1988
Books			
(in thousands of volumes)	147 138	246 321	245 289
Per 1,000 inhabitants	4 136	6 621	6 478
Single volume	12 300	25 500	22 900
Newspapers and magazines			
Average publication (in thousands)			
Newspapers	10 673	10 700	10 045
Magazines	29 992	37 725	44 599
Sales (in millions of copies)			
Newspapers	2 712.3	2 371.3	2 110.7
Magazines	841.5	948.8	999.1
Sales per 1,000 inhabitants			
Newspapers	75 347	63 069	55 052
Magazines	22 680	24 981	25 738

Source: Main Statistical Office, Statistical Yearbook 1989.

67. As regards radio and television, programmes are being enriched. In 1988, national radio hours were increased by 4,600 compared with 1987, and television hours by 218. On radio, programme music (mainly light music) prevails (37.4 per cent), then come news programmes (25.9 per cent) and general programmes (22.3 per cent). In 1985, the number of radio subscribers exceeded 10 million, and in 1988 the level of 10 million subscribers was also reached by television. Compared with 1980 and 1985, the number of radio subscribers at the end of 1988 was higher by 27.9 and 10.0 per cent respectively, and television subscribers by 26.1 and 5.9 per cent.

68. In 1989, there were 553 museums, including 490 State museums. There were 151 more exhibitions than in 1987, including 36 more travelling exhibitions. There were also 134 exhibitions of foreign collections.

69. Offices of art exhibitions, which in 1988 had at their disposal 114 permanent galleries, organized 1,743 own exhibitions in 2,181 halls (compared with 1,829 and 2,191 respectively in 1987), and 188 foreign exhibitions, mainly of modern art. The number of visitors in 1988 totalled 2,659,000 (compared with 3,335,000 in 1985, 3,073,000 in 1986 and 2,826,000 in 1987), and was thus 5.9 per cent lower than in 1987.

Table 12

Artistic institutions, 1980, 1985, 1988

Type	1980	1985	1988
Theatres and musical institutions			
Seats in repertory theatres (as on 31 December)	63 517	62 845	59 304
Per 1,000 inhabitants	1.78	1.68	1.57
Performance and concerts	53 850	60 933	61 822
Audience (in thousands of persons)	17 803	17 032	17 064
Per 1,000 inhabitants	500	458	451
Per single performance	331	280	276
Concerts			
Total number	81 883	60 280	38 856
Audience (in thousands of persons)	17 836	11 663	9 857
Per 1,000 inhabitants	501	314	260
Per single performance	218	193	254
Circus			
Performances	2 285	1 940	1 851
Audience (in thousands of persons)	4 240	3 606	3 733
Per 100 inhabitants	119	97	99
Per single performance	1 856	1 859	2 017

Source: Main Statistical Office, Statistical Yearbook 1989.

Table 13

Subscribers to radio and television channels, 1980, 1985, 1988

Type of channel	1980	1985	1988
Radio (in hours)	64 391	65 159	69 448
of which national programme	48 408	47 164	52 420
TV programme (in hours)	8 976	9 161	10 035
of which colour TV	6 536	8 347	9 621
Radio subscribers (in thousands of persons) a/	8 666	10 077	11 084
Per 1,000 inhabitants	243	270	293
TV subscribers (in thousands of persons) a/	7 954	9 468	10 031
Per 1,000 inhabitants	223	254	266

Source: Main Statistical Office, Statistical Yearbook 1989.

a/ At 31 December.

Table 14

Museums and exhibitions, 1980, 1985, 1988

Type	1980	1985	1988
Museums (with branches) at 31 December	427	528	553
Exhibitions	2 038	2 352	2 507
Periodical	1 626	1 724	1 780
Travelling	412	628	727
Visitors (in thousands of persons)	20 079	19 857	21 791
of which youth at school age	5 190	7 727	8 703
(Per 1,000 inhabitants)	564	534	567

Source: Main Statistical Office, Statistical Yearbook 1989.

70. In 1988, on the basis of decisions of voivod conservators, 926 architectural objects were included in the register of monuments. At the end of 1988, there existed 31,560 catalogued sites.

71. In the school year 1987/88, 222 art schools were in operation at level I, with 43,000 pupils (4,300 graduates in 1988), and 120 art schools at level II (secondary schools), with 17,700 pupils. In the same year, there were 17 higher art schools (music, fine arts, theatre and film academies), with 7,700 students. In 1988, there were 1,300 graduates of art academies, and some 50 persons participated in post-graduate and doctoral studies.

72. The Act of 4 May 1982 established the National Council of Culture and the Fund for the Development of Culture. The National Council of Culture was established to co-ordinate the nation's activities and to ensure social participation in the formulation and implementation of the cultural policy (art. 1). The Council's principal aims are: (a) to strengthen the active role of culture in enriching the spiritual life of the country; (b) to protect traditions and enrich the cultural heritage of the Polish nation; (c) to assist and encourage social initiatives in all regions and circles designed to develop cultural life; (d) to maintain and make known the presence of Polish culture in the world.

73. To create the material conditions for the comprehensive development of Polish culture, the Fund for the Development of Culture has been established. Its funds are intended for the financing, inter alia, of artistic activity and the activities of artistic institutions; protection of cultural values and museums; libraries; cinematography; activities of cultural centres, clubs and other institutions disseminating culture and art; voluntary cultural activities and regional cultural associations; dissemination of Polish culture abroad and international co-operation in the field of culture; research studies and analyses connected with culture and art.

74. On 4 May 1982, the Seym adopted the Act on the Office of the Minister of Culture and Art, which is the central organ of State administration in this field. Its activities aim at: (a) creation of favourable conditions for the development of all spheres of national culture; (b) ensuring universal and democratic participation of society in cultural life; (c) protection of cultural values and traditions and the national heritage; (d) dissemination of the human values of national and world culture; (e) ensuring a proper place for culture in the national life and in the socio-economic development of the State (art. 2).

75. The activities of the Minister of Culture include such tasks as: (a) determination of the directions of cultural policy and methods of implementation; (b) promotion of artistic and all other types of cultural activity; (c) creation of conditions for the dissemination of cultural activity and for the protection of the rights of artists and authors; (d) ensuring participation in cultural life of various groups of society; (e) creation of favourable conditions for the development of cultural centres; (f) cultural education of children and youth in co-operation with the Minister of National Education; (g) dissemination of Polish culture abroad and international co-operation in the sphere of culture and art, in co-operation with the Minister of Foreign Affairs.

76. On 26 April 1984, the Seym adopted an Act on the dissemination of culture and on the rights and obligations of persons concerned in this activity, thereby granting the highest legislative sanction to this fruitful activity. Even more important is the fact that dissemination of culture constitutes a part of the socio-economic policy of the State, and that the tasks in this field are included in the socio-economic plans. In accordance with the Act, all State enterprises and other State units, co-operatives and social organizations are required to ensure appropriate organizational and technical conditions for the dissemination of culture within the scope and forms determined by the Act.

77. A whole chapter of the Act concerns voluntary cultural activity. It is very important that this voluntary cultural movement has found its place in the cultural policy of the State and is treated on the same footing as State and co-operative units concerned with the dissemination of culture. Institutions concerned with the dissemination of culture are required to co-operate with the self-management organs in towns and villages and to promote ideas of self-management in various forms of activity.

78. On 23 June 1987, the Government confirmed the programme of aesthetic education of children and youth. Its implementation is intended to bring about an increase in the competencies of the younger generation in the field of culture and thus a better and fuller perception of art.

79. To fulfil the cultural needs of society, the Seym adopted on 28 December 1984 an Act on artistic institutions, i.e. theatres, philharmonic societies, opera houses, musical theatres, chamber and symphony orchestras, singing and dancing groups and choral societies, as well as State units exclusively or partly concerned with the organization of professional artistic activities.

80. The main tasks of artistic institutions are the following: (a) promotion, presentation and dissemination of the progressive values of the historical and contemporary achievements of the national culture and of the human values of world culture; (b) development and dissemination of progressive national and regional traditions as well as protection of the cultural heritage; (c) cultural education through art; (d) creation of favourable conditions for the development of cultural activities and talents.

81. The Act of 16 July 1987 on cinematography amended the Act of 1951. To ensure favourable conditions for the activity and development of cinematography as a part of the national culture, the new Act regulates activities connected with the production and distribution of films and determines the organization and principles of the financing of film-making, the financial principles of film-making institutions and the principles governing performing occupations connected with film.

82. On 7 April 1989, the Seym adopted a law on associations, which provides for full freedom of association and gives citizens equal rights of participation in public life regardless of their convictions, and the right to express different opinions and to pursue individual interests.

83. Poland permanently co-operates in the sphere of culture with about 100 countries throughout the world. It has concluded agreements on cultural and scientific co-operation with 67 countries. Most of these

agreements include two-year, three-year or five-year plans or programmes which specify the content of co-operation. These agreements are the basis of contacts with other countries in the field of culture. In addition, other forms of international co-operation are being developed, for example through artistic agencies, foreign trade offices, towns and voivods or artistic institutions.

84. In view of the large number of institutions co-operating with foreign institutions in the field of culture, particularly in recent years (beside the Ministry of Culture and Art, the Committee for Radio and Television, higher schools, artistic and regional unions and associations, local authorities, co-operatives, religious institutions, etc.), it is not possible to present detailed statistical data in this field, but only estimates. It thus appears that about 40,000 persons visit other countries annually for artistic purposes, that about 15,000 artists and over 1,000 groups come to Poland, that 2,500 groups go abroad, and that about 700 Polish exhibitions are organized abroad and about 300 foreign exhibitions in Poland.

85. Particular emphasis has recently been laid upon the cultural contacts with Poland of Polish emigrants permanently living abroad. It is estimated that about 10 million Poles live abroad, i.e. about one fourth of the present population of Poland. The cultural policy of the State aims at ensuring permanent contacts between these persons and Poland and Polish culture.

86. At the same time, it is desired to maintain contacts between Polish society and Polish culture created abroad. Polish culture, regardless of the place and time of its creation, is treated as a whole.

87. The recent months have been a period of very rapid and fundamental change. The legislation on the liberalization of provisions concerning nationality, passports, currencies and the elimination of prior censorship, etc., will result in the full implementation of the cultural rights provided for in the Covenant.

Conclusion

88. The information presented in this report covers not only the activities carried out by the State, together with statistical data, but also the problems connected with the implementation of the provisions of articles 13 to 15 of the Covenant.

89. Despite the socio-economic crisis in Poland, the observance and implementation of human rights and basic freedoms is in the centre of activities carried out by the State.

90. The Polish Government considers its obligations resulting from the covenants on human rights not only as a responsibility for conduct but also as a responsibility for results in the sphere of education and culture.

Note: A number of legislative enactments cited in the report are available for consultation by members of the Committee in the original language in the files of the Secretariat.